

**Welcome to the Webinar!**

**Helping English Language Learners  
Meet the New Common Core  
State Standards for  
English Language Arts**

**We will be starting soon.**



# Helping English Language Learners Meet the New Common Core State Standards for English Language Arts

February 22, 2012



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# About the Resource Center

The **U.S. Department of Education** is committed to promoting effective practices, providing technical assistance, and disseminating the resources critical to ensuring the success of charter schools across the country. To that end, the Education Department, under a contract with American Institutes for Research, has developed the **National Charter School Resource Center**.

# Presenter

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# Helping English-language Learners Meet the New Common Core State Standards for English Language Arts

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February 2012

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# Overview of the Presentation

- ⌘ Demographic and achievement portrait of ELLs
- ⌘ Overview of the Common Core State Standards (CCSS)
  - Important considerations for ELLs
  - Meeting the standards: crucial skills for ELLs
- ⌘ Helping ELLs meet the CCSS
  - ELLs: challenges and strengths
  - Publisher's guidelines
  - Procedures for getting from here to there

# Demographic and Achievement Portrait of ELLs

⌘ Growth in PreK-12<sup>th</sup> grade enrollment between 1998–99 and 2008–09:

- Total enrollment growth: 7%
- ELL enrollment growth: 51%

⌘ ELLs made up 10.8% of all public school student enrollment in 2008–09 (NCELA, 2011)

2011 NAEP Results (Grade 8)  
(% performing at or above the **basic** level)

	Non-ELLs	ELLs
Reading	78	29
Math	76	29
Science	66	14

⌘ Achievement gaps are similar in Grade 4 and 12 (NCES, 2010, 2011)

# ELLs and Common Core Standards: Important Considerations

- ⌘ Development of native-like proficiency in English takes many years and ELLs that start schooling in the US in later grades will need additional time to meet the language arts standards.
- ⌘ ELLs will meet the language standards according to their English proficiency levels, and grade-by-grade progress for these students in language arts needs to take this into consideration.



# Portrait of Students Who Are College and Career Ready: Particularly Important Skills for ELLs

## ⌘ They demonstrate independence

- Request clarification and ask relevant questions.
- Become self-directed learners, effectively seeking out and using resources to assist them.
  - Resources include teachers, peers, print and digital reference materials.
  - Other important resources (not listed in the standards) include first language knowledge and skills; strategies to use context to make sense of text.

# Portrait of Students Who Are College and Career Ready: Particularly Important Skills for ELLs

- ⌘ They respond to the varying demands of text
  - They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task.
- ⌘ They come to understand other perspectives and cultures
  - Communicate effectively with people of varied backgrounds
  - Read literature representative of a variety of cultures and world views.

# Speaking and Listening Standards: Particularly Important Skills for ELLs

- ⌘ Standard #1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other's ideas and expressing their own clearly and persuasively
  - L2 acquisition occurs through meaningful interactions with native L2 speakers.
  - However, there is considerable ongoing residential and school segregation by race, ethnicity, and income
  - Exposure to more formal language use may be limited.
- ⌘ Standard #3 (grades 1-3): Ask and answer questions in order to seek help, get information, or clarify if something is not understood.

# Language Standards: Particularly Important Skills for ELLs

- ⌘ Standard #4: Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate.
- ⌘ Standard #5: Demonstrate understanding of word relationships and nuances in word meanings.
- ⌘ Standard #6: Acquire and use accurately a range of general and domain specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term (word or phrase) important to comprehension or expression.

# Helping ELLs Meet the New Common Core State Standards

# ELLs: Their Challenges and Strengths

⌘ Certain land turtles, especially those that live in deserts, are called tortoises. In Africa, there is a small soft-shelled tortoise that lives among rocks. It has a thin, flexible shell. To escape danger, it can squeeze into a rock crevice. This tortoise takes in air and swells up like a balloon, so that it becomes fastened safely in the crevice

⌘ Excerpt from *Turtles* by John F. Waters

# ELLs: Their Challenges and Strengths

- ⌘ Kenny, a third grade ELL, reads this passage with a 92% accuracy rate
- ⌘ However, Kenny does not know the meaning of key vocabulary words, including *flexible*, *crevice* or *fastened* in *Turtles*.
- ⌘ As a result, she does not get the gist of this passage, as the following excerpt from the performance shows
- ⌘ The teacher asks, “Can you tell me anything about what you just read?” Kenny replies, “In Africa, there is a small shell that turtles go into and it pops up like a balloon.” The conversation continues:

# ELLs: Their Challenges and Strengths

- ⌘ Teacher: “Can you tell me more about that shell?”
- ⌘ Kenny: “It looks like a rock.”
- ⌘ Teacher: “Did anything surprise you about what you read?”
- ⌘ Kenny: “The tortoise sometimes pops up like a balloon.”
- ⌘ Teacher: “Where do the turtles live?”
- ⌘ Kenny: “In the desert.”
- ⌘ Teacher: “What does the turtle do to escape danger?”
- ⌘ Kenny: “It pops up like a balloon to escape danger.”



# ELLs: Their Challenges and Strengths

- ⌘ Teacher: “How does the puffing up help it escape danger?”
- ⌘ Kenny: “It gets like air and makes the tortoise get bigger and bigger like a balloon.”
- ⌘ Teacher: “And how does that help it escape danger?”
- ⌘ **Kenny:** “It flies up like a balloon.”
- ⌘ Teacher: “Why do you think turtles have thin, flexible shells?”
- ⌘ Kenny: “I don’t know.”
- ⌘ Teacher: “Do you know what *flexible* means?”
- ⌘ Kenny: “No.”

# ELLs: Their Challenges and Strengths

- ⌘ Teacher: “Do you know what a crevice is?”
- ⌘ Kenny: “No”
- ⌘ Teacher: “It says to escape danger it can escape into a crevice. Does this picture help you out?”
- ⌘ Kenny: “Hiding under a rock.”

# Publisher's Guidelines: Key Criteria for ELA and Literacy Materials (3-12)

## ⌘ Text selection

- Text complexity: students read increasingly complex texts with increasing independence as they progress toward college and career readiness
- Range and quality of texts: a greater focus on informational text in elementary school and literary non-fiction in ELA classes in grades 6-12

## ⌘ Questions and tasks

- High quality text-dependent questions and tasks: students read closely and gain knowledge from texts.
- Cultivating students ability to read complex texts independently: students demonstrate independent capacity to read at the appropriate level of complexity and depth

## ⌘ Academic vocabulary

- All materials focus on academic vocabulary in complex texts

# Publisher's Guidelines: Key Criteria for ELA and Literacy Materials (3-12)

## ⌘ Writing to Sources and research

- Writing to sources is a key task: Students analyze and synthesize sources and present careful analysis, well-defended claims, and other information through writing
- Extensive practice with short, focused research projects

## ⌘ Additional key criteria for reading, writing , listening, and speaking

- Reading complex text with fluency
- Increasing focus on argument and informative writing
- Engaging in academic discussions
- Using multimedia and technology thoughtfully
- Covering the most significant grammar and language conventions

# Procedures: Helping ELLs Meet the CCSS

## ⌘ Preparation for reading

- Select grade-appropriate text
- Pre-teach key vocabulary and word-learning strategies
- Develop background knowledge

## ⌘ During reading

- Use ESL-enhanced shared interactive reading methods
  - Include lower-the-level questions
  - Use evidence-based questioning

## ⌘ After reading

- Review and reinforce

## ⌘ Align with standards throughout

# Select Appropriate Text

## ⌘ Grade-to-lexile correspondence

Grade	Stretch Text Measures 25 <sup>th</sup> percentile to 75 <sup>th</sup> percentile (IQR)
1	220 to 500L
2	450L to 620L
3	550L to 790L
4	770L to 910L
5	860L to 980L
6	950L to 1040L
7	1000L to 1090L
8	1040L to 1160L
9	1080L to 1230L
10	1110L to 1310L
11 and 12	1210 to 1360L

# Abraham Lincoln's Gettysburg Address

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we cannot dedicate—we cannot consecrate—we cannot hallow—this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.



# Pre-teach Key Vocabulary: Overview

## ⌘ Word selection

- High frequency words
  - 4000 most frequent words (comprise 80% of text)
  - General academic words (academic word list)
  - Domain-specific words
- Words that are important for understanding the text
- Words that are abstract

## ⌘ Effective vocabulary instruction

- Uses both definitional information and contextual information
- Activates prior knowledge and contrasts word meanings
- Involves active learning, inferences, prior knowledge, and frequent encounters



# Pre-teach Key Vocabulary: Example

## dedicate



1. To dedicate something is to set it apart or devote it to a special purpose.
2. En español “dedicate” quiere decir dedicar.
3. Dedicate in English and dedicar in Spanish are cognates.
4. Now, let’s look at a picture that demonstrates the word dedicate. There are special parking spaces **dedicated** to people with disabilities. Only people with disabilities are allowed to park in these areas.
5. Turn to your partner and talk about another place or thing that is **dedicated** to something special.

## dedicate



January 2009

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 <small>New Year's Day</small>	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	<b>X</b>	20	21	22	23	24
25	<small>Chinese New Year</small>	27	28	29	30	31

6. Let’s look at another picture that demonstrates the word dedicate. We **dedicate** a day in January to the memory of Martin Luther King, Jr.
7. Turn to your partner and talk about another day that we **dedicate** to a special event.

# Pre-teach Key Vocabulary: Example

## conceive



1. To conceive is to form an idea.
2. En español “conceive” quiere decir formar concepto de.
3. Now, let’s look at a picture that demonstrates the word conceive. This man **conceived** a plan for a new house, and then he drew the design for the house.
4. Turn to your partner and **conceive** a plan for how you will spend the weekend.

## conceive



5. To conceive can also mean to bring something to life.
6. En español “conceive” también quiere decir concebir.
7. Turn to your partner and talk about why this picture demonstrates the word conceive.

# Teach Word-Learning Strategies: Overview

- ⌘ Word-learning strategies are conscious and flexible mental processes that readers use in an effort to infer the meanings of unknown words they meet while reading.
- ⌘ Word-learning strategies are tools we teach students to use as they are reading.
- ⌘ When students master word-learning strategies they become increasingly independent and mature readers.
- ⌘ All students need word learning strategies, but ELLs, many of whom have smaller vocabularies than their English only peers, particularly need them.

# Teach Word Learning Strategies: Overview

## ⌘ Principal word learning strategies for ELLs

- Learning and using word parts
- Recognizing and using cognates (for speakers whose first language shares cognates with English)
- Using context
  - Using grammar, word morphology, punctuation, world knowledge, surrounding discourse and text, word associations
- Using dictionaries, including bilingual dictionaries
- A combined strategy

# Gradually Give Students Increased Responsibility for Using the Strategy on Their Own: Overview

- ⌘ Model the strategy.
- ⌘ Work with the class and have students or volunteers do some of the work.
- ⌘ Have students work with the strategy in pairs.
- ⌘ Have students work with the strategy individually, but then let them confer with a classmate before they turn in their work or share it with the class.
- ⌘ Have students work with the strategy individually, and have them turn in their work or share it with the class without first sharing it with a classmate.



# Teach Word-learning Strategies: Example

## ⌘ Using first language cognate knowledge

- Cognates in linguistics are words that have a common etymological origin
- Cognates are words that generally sound alike, look alike and have similar meanings
  - Radio/radio; office/oficina; tranquil/tranquilo
- English and Spanish share a large number of cognates.
  - They account for from 1/3 to 1/2 of the average educated person's active vocabulary, estimated at 10,000 to 15,000 words.

# Teach Word-learning Strategies: Example

- Can you tell me the English meaning for the English words, continent, nation, liberty, pie?
- Are these words cognates? Why or why not?

English Word	English Meaning	Spanish Word	Spanish Meaning
continent		continente	<i>uno de los siete grandes áreas de la tierra</i>
nation		nación	<i>un país de gente</i>
liberty		liberidad	<i>el derecho de estar libre</i>
pie		pie	<i>pie</i>

# Teach Word-learning Strategies: Example

*Work with a partner to underline all of the cognates in the sentence. Then, complete the chart by listing the English cognates, looking up the English definition for each cognate and adding it to the chart, and then adding the Spanish cognate. Use a bilingual dictionary.*

**Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.**

<i>English Cognate</i>	<i>English Meaning</i>	<i>Spanish Cognate</i>



# Teach Word-learning Strategies: Example

Sounds completely different	Sounds slightly different	Sounds similar	Sounds exactly alike
<b>continent/continente</b>			
1	2	3	4
<b>dedicate/dedicar</b>			
1	2	3	4
<b>equal/igual</b>			
1	2	3	4
<b>liberty/libertad</b>			
1	2	3	4
<b>nation/nación</b>			
1	2	3	4
<b>proposition/proposición</b>			
1	2	3	4

# Develop Background Knowledge: Overview

- ⌘ In order to comprehend text, students need the requisite background knowledge (Peregoy & Boyle, 2000; Hirsch, 2008).
- Step 1: Determine the specific background knowledge that is important for understanding the text.
  - Step 2: Find or create auxiliary materials that provide this background knowledge.
  - Step 3: Just as one scaffolds language in the main text, the background materials also need to be scaffolded to ensure ELLS comprehend them. Examples include: vocabulary glosses, visual materials (pictures, very short video clips), graphic organizers, and comprehension questions

# Develop Background Knowledge: Example

## The Gettysburg Address

*Guiding Question: What was the Gettysburg Address?*

U.S. President Abraham Lincoln delivered the Gettysburg Address during the Civil War. It was delivered on November 19, 1863 at the *dedication* of the Soldiers' National Cemetery in Gettysburg Pennsylvania. This is the cemetery where soldiers who died during the battle of Gettysburg had been buried. It is one of the most well-known speeches in United States history.

*dedication* –a ceremony for opening something newly built

# Develop Background Knowledge: Example

## Questions

1. What was the Gettysburg Address?

*The Gettysburg Address was a \_\_\_\_\_.*

2. What does the word *address* mean in this sentence? How do you know?

*Address means \_\_\_\_\_.*

*I know this because \_\_\_\_\_.*

3. What is another meaning for the word address?

*Another meaning for address is \_\_\_\_\_.*

4. What does the word *cemetery* mean? How do you know?

*Cemetery means \_\_\_\_\_.*

*I know this because \_\_\_\_\_.*

5. Where did Lincoln deliver the Gettysburg Address?

*Lincoln delivered the Gettysburg Address at the \_\_\_\_\_.*

6. Who did Lincoln dedicate the Gettysburg Address to?

*Lincoln dedicated the Gettysburg Address to \_\_\_\_\_.*

# Use ESL-Enhanced Shared Reading Techniques: Overview

- ⌘ Don't wait, ask questions frequently
- ⌘ Include lower level questions at all levels of meaning: word and phrase level, sentence level, passage level, story level
- ⌘ Require students to support responses with evidence
  - Direct citation, paraphrase, give evidence-draw conclusion, give conclusion-find evidence
  - One best answer or multiple answers
  - Evidence for your answer, evidence for someone else's answer
- ⌘ ESOL Techniques
  - Vocabulary glosses, visual materials (pictures, very short video clips), graphic organizers, and comprehension questions

# Use ESL-Enhanced Shared Reading Techniques: Example

## **Interactive Reading of the Gettysburg Address**

*Follow along as your teacher reads the first paragraph of the Gettysburg Address. Then read the paragraph with a partner and answer the questions.*

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

score –twenty

bring forth –  
create

### Lower the Level Questions:

1. How many years is “four score and seven years ago”?
2. What does Lincoln mean by “our fathers”?

### Central Concerns

1. What happened four score and seven years ago?
2. The new nation was conceived in liberty. What does this phrase mean?
3. The nation was “dedicated to the proposition that all men are created equal.” What does this phrase mean?

# Use ESL-Shared Reading Techniques: Example

## Lower the Level Questions

1. How many years is “four score and seven years ago”?

*Four score and seven years ago is \_\_\_\_\_ years ago.*

2. What does Lincoln mean by “our fathers”?

*By “our fathers” Lincoln means \_\_\_\_\_.*

## Central Concerns

1. What happened four score and seven years ago?

\_\_\_\_\_ *happened four score and seven years ago.*

2. The new nation was “conceived in liberty.” What does this phrase mean?

*“Conceived in liberty” means \_\_\_\_\_.*

3. The nation was “dedicated to the proposition that all men are created equal.” What does this phrase mean?




*“Dedicated to the proposition that all men are created equal” means \_\_\_\_\_.*

# Review and Reinforce Content Knowledge and Skills: Overview

- ⌘ ELLs require lots of exposure to vocabulary to learn it
  - 8-10 incidental exposures result in initial receptive knowledge (but number of exposures is contingent on difficulty of text, difficulty-level of word and L2 proficiency)
- ⌘ Because ELLs are learning content in a second language, they may miss essential information the first time it is presented and need additional practice to acquire important skills (August & Shanahan, 2008)



# Review and Reinforce Content Knowledge and Skills: Example

Word	Definition in English and in Spanish Sentence completion	Picture	Sketch or Notes
<p><i>dedicate</i></p> <p>----- cognate? yes no _____</p>	<p>To dedicate something is to set it apart or devote it to a special purpose.</p> <p>En español “<i>dedicate</i>” quiere decir dedicar.</p> <p>I would dedicate a song to _____ because _____.</p>	 	
<p><i>conceive</i></p> <p>----- cognate? yes no _____</p>	<p>To conceive is to form an idea.</p> <p>En español “<i>conceive</i>” quiere decir formar concepto de.</p> <p>The Gettysburg Address was conceived in _____.</p>		

# Review and Reinforce Content Knowledge and Skills: Example

*Complete this paragraph using the words in the word bank. Then tell your partner what you have written.*

## **Word Bank**

produced

conceived

Declaration of Independence

eighty-seven

equal

United States

liberty

idea

dedicated

\_\_\_\_\_ years before the Gettysburg address, the \_\_\_\_\_  
\_\_\_\_\_ was signed. The signing \_\_\_\_\_ a new nation called the  
\_\_\_\_\_. The nation was \_\_\_\_\_ in \_\_\_\_\_ or created without  
force. The nation was \_\_\_\_\_ to the \_\_\_\_\_ that all men are created  
\_\_\_\_\_.

# Align with Standards Throughout: Example

- ⌘ Reading and Writing Standards for Informational Text Grade 7)
  - RI.7.2 Key Ideas and Details: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
  - RI.7.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
  - RI.7.7 Integration of Knowledge and Ideas: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.
  - W. 9. Draw information from literary or informational texts to support analysis, reflection, and research.

# Align with Standards Throughout: Example

## ⌘ Language Standards

- 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: a) Explain the function of phrases and clauses in general and their function in specific sentences
- 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and context, choosing flexibly from a range of strategies: c) consult general and specialized reference materials d) verify the preliminary determination of the meaning of a word or phrase (e.g. by checking the inferred meaning in context or in a dictionary)
- 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases

# Align with Standards Throughout: Example

## ⌘ Speaking & Listening Standards

- 1. Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues building on other's ideas and expressing their own clearly.
- 4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume and clear pronunciation.

## ⌘ New York State Social Studies Standards

- II.1 Understand the development and progress of the Civil War.
- III.2 Describe how ordinary people and famous historic figures have advanced fundamental democratic values, beliefs, and traditions.

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# Questions and Discussion



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